

## DECISION-MAKING EXERCISE

**Purpose:** This lesson uses the decision-making model to stress the importance of being prepared to make effective decisions when faced with difficult problems.

**Time Required for Lesson:**

**Grade Level:** 10

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS. 2. Interacting with Others in Ways That Respect Individual and Group Differences

**Concepts:** PS.2.B. Respect for self and others

PS.2.C. Personal responsibility in relationships

### ASCA Standards:

**Domain:** Personal Social Development

A. Student will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

B. Students will make decisions, set goals, and take necessary action to achieve goals.

C. Students will understand safety and survival skills.

**Materials:** Paper, Pens/pencils

### Comprehensive Guidance Program Curriculum Unit/Lesson links

**Grade 10 Unit:** Interacting With Others in Ways That Respect Individual and Group Differences

**Concept:** PS 2. B. C.



### Show Me Standards: Performance Goals (check one or more that apply)

|   |  |
|---|--|
| X | Goal 1: gather, analyze and apply information and ideas<br>1. Develop questions and ideas to initiate and refine research<br>5. Comprehend and evaluate written, visual and oral presentations and works<br>6. Discover and evaluate patterns and relationships in information, ideas and structures   |
| X | Goal 2: communicate effectively within and beyond the classroom<br>2. Review and revise communications to improve accuracy and clarity<br>3. Exchange information, questions and ideas while recognizing the perspectives of others  |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>2. Develop and apply strategies based on ways others have prevented or solved problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems<br>4. Evaluate the processes used in recognizing and solving problems<br>5. Reason inductively from a set of specific facts and deductively from general premises<br>6. Examine problems and proposed solutions from multiple perspectives<br>7. Evaluate the extent to which a strategy addresses the problem<br>8. Assess costs, benefits and other consequences of proposed solutions |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions<br>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals<br>6. Identify tasks that require a coordinated effort and work with others to complete those tasks   |

**This lesson supports the development of skills in the following academic content areas.**

| <b>Academic Content Area(s)</b> |                           | <b>Specific Skill(s)</b>   |
|---------------------------------|---------------------------|--|
| X                               | Communication Arts        | 6. Participating in formal and informal presentations and discussions of issues and ideas                                |
|                                 | Mathematics               |  |
| X                               | Social Studies            | 6. Relationships of the individual and groups to institutions and cultural traditions.                                   |
|                                 | Science                   |  |
| X                               | Health/Physical Education | 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) |
|                                 | Fine Arts                 |  |

### **Enduring Life Skill(s)**

|   |              |   |              |   |                 |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | X | Integrity    | X | Problem Solving |
| X | Courage      | X | Compassion   |   | Tolerance       |
| X | Respect      |   | Goal Setting |   |                 |

**Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):**

Using the decision making model, students think of a problem that he or she must face in the coming week and write a paragraph applying the decision making model discussed in the session.

### **Lesson Preparation**

**Essential Questions:** How do we make good decisions when faced with difficult problems?

**Engagement (Hook):** Ask students: What is your strategy for solving difficult problems? Does your strategy work? If so, how does it work and why do you think it works?

### **Procedures**

| <b>Professional School Counselor Procedures:</b>   | <b>Student Involvement:</b>  |
|--|--|
| <ol style="list-style-type: none"> <li>List the steps in the decision-making model on the board and have students write them down: <ul style="list-style-type: none"> <li>state the problem clearly</li> <li>think of alternatives</li> <li>list the pros and cons</li> <li>choose an alternative</li> <li>implement a plan of action</li> <li>evaluate the results</li> </ul> </li> <li>Explain that some decisions are hard to make, others are easy, but they are still decisions. Stress how people constantly make decisions. Also stress that 'hard' or 'easy' will vary from student to student and may differ for a certain student at different times. List some examples and ask students to classify them as</li> </ol> | <ol style="list-style-type: none"> <li>Students listen and write the steps of the decision-making model down.</li> <li>Students listen, classify, and discuss the examples as 'hard' or 'easy.'</li> </ol> |

| <b>Professional School Counselor Procedures:</b>   | <b>Student Involvement:</b>   |
|--|---|
| <p>‘hard’ or ‘easy.</p> <ol style="list-style-type: none"> <li>3. Ask the group to anonymously make a list of some problems facing teenagers.</li> <li>4. From the list, ask students to pick one problem that the class or group could work on using the decision-making process.</li> <li>5. Have students state the problem clearly. For example, students choose: arguing with parents as the problem. Students may need to find a way to discuss a problem without yelling and screaming.</li> <li>6. Ask students to apply the next step in the model: “think of alternatives.” Have students brainstorm as many alternatives as possible without regard to quality or feasibility. Emphasize how a bad decision may lead to a better idea. List alternatives on the board.</li> <li>7. Discuss narrowing down the list of alternative. Some can be thrown out for obvious reasons. Narrow the list to two to three strong possibilities; then apply the next step: ‘listing the pros and cons.’ Ask students to consider both long and short term consequences for themselves and for others.</li> <li>8. Ask students to follow the next step: ‘choose an alternative.’ Have student choose an alternative individually. Optional: The class or group may want to come to a consensus.</li> <li>9. In the next step have students ‘develop and implement a plan of action’ using the selected alternative.</li> <li>10. In the last step, ‘evaluate the results’ remind students that if things don’t work out satisfactorily they can make changes to their plan and try again</li> </ol> | <ol style="list-style-type: none"> <li>3. Students make an anonymous list of some problems teenagers face.</li> <li>4. Students choose one problem from the list that the class or group can work on using the decision-making process.</li> <li>5. Students state the problem clearly: ‘arguing with parents.’ Students brainstorm ways of preventing disagreements in the first place.</li> <li>6. Students apply the next step in the model: ‘think of alternatives.’ Students think of and discuss as many alternatives as possible without regard to quality or feasibility.</li> <li>7. Students discuss narrowing the list of alternatives and select two or three strong possibilities. Students discuss the pros and cons of the possibilities as well as long and short term consequences for themselves and for others.</li> <li>8. Students follow the next step in the decision-making process: ‘choose an alternative.’ Students choose an alternative individually or, or as an option, come to a consensus.</li> <li>9. Students ‘develop and implement a plan of action’ using the selected alternative.</li> <li>10. Students evaluate the results of their plan of action and make adjustments.</li> </ol> |